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What benefits would Catholic schools derive from a Catholic media center?

Duane Robert Wince
University of Northern Iowa

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What benefits would Catholic schools derive from a Catholic media center?

Abstract

In the Waterloo-Cedar Fal Is Metropolitan area there are nine elementary and two secondary Catholic schools. Together they are referred to as the schools of the Waterloo Deanery. Associated with each school are teachers, CCD teachers, youth ministers, administrators, directors of religious education (DRE), and priests. They all have access to the media services available to them from the local, state-funded Area Education Agency (#7).

WHAT BENEFITS WOULD CATHOLIC

SCHOOLS DERIVE FROM A

CATHOLIC MEDIA CENTER?

A Research Paper

Submitted

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

Duane Robert Wince

University of Northern Iowa

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Roger A. Kueter

July 21, 1987

Date Approved

Director of Research Paper

Robert R. Hardman

July 24, 1987

Date Approved

Graduate Faculty Advisor

Robert R. Hardman

July 24, 1987

Date Approved

Graduate Faculty Reader

Greg P. Stefanich

July 24, 1987

Date Approved

Head, Department of
Curriculum and Instruction

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CHAPTER I

INTRODUCTION

In the Waterloo-Cedar Falls Metropolitan area there
are nine elementary and two secondary Catholic schools.
Together they are referred to as the schools of the
Waterloo Deanery. Associated with each school are
teachers, CCD teachers, youth ministers, administrators,
directors of religious education (DRE), and priests. They
all have access to the media services available to them
from the local, state-funded Area Education Agency (#7).

One Resource: AEA-7

AEA-7 maintains an extensive collection of print and
non-print materials designed to aid and supplement
classroom instruction for public and parochial schools
within the geographic boundaries assigned to it. AEA-7
houses collections in many formats including 16mm film,
video tape, slide/tape, filmstrip, print, and others.
Access to each collection is designed to be easy and
convenient. Each school building, public and parochial,
is provided several copies of each of the different
catalogs that access each different collection. Ordering
materials can be done either by filling in a form or
making a phone call to AEA-7. In fact, a survey of
teachers indicated that the phone call is the favored
method of booking materials. The reason given for this

preference was the instant confirmation available through a phone call that is not available by sending in a form. Once materials are booked and confirmed, they are delivered to the school free of charge. Each parochial school receives deliveries twice a week. It would seem that all those associated with the Catholic schools of the Waterloo Deanery are well taken care of in terms of media usage.

Limitations of AEA-7 Service

However, this is not completely true when taken in light of the mission of the Catholic church and its Catholic schools. Each of the Catholic schools in the Waterloo Deanery has its own mission statement. Although they differ slightly in wording, they all contain a common mission. The mission they share is to teach, uphold, and propogate the beliefs of the Catholic church. This includes the teaching of basic Church doctrine of the past and the present. By law, AEA-7 cannot provide media assistance in teaching, upholding, or propogating any faith since they are a publicly funded agency of the government. This means, of course, no media support from AEA-7 in accomplishing one of the primary missions of the schools in the Waterloo Deanery. What alternatives to AEA-7 do the schools have in finding media support for religious instruction?

In-school Collections

First, each school has a small collection of
filmstrips, records, and slides that were produced
specifically to teach Catholic doctrine. These were
produced shortly after the second Vatican Council in Rome
in the late 1960's. The majority are aimed at an adult
audience that was having to adjust to some rather sweeping
changes in Church doctrine. Those collections are
outdated in style and purpose.

The Dubuque Collection

A second source available to the people associated
with the schools in the Waterloo Deanery is the collection
of media software held in the Dubuque Education Office.
Their catalog indicates a larger, more current collection
than those found in the individual schools. However, the
collection is rarely used by many teachers. Why didn't
teachers utilize the collection in Dubuque? The main
reason is a basic premise in the media field: the key to
media utilization is accessibility! By comparison to the
procedure a teacher used to obtain software from AEA-7's
collection, the process of obtaining software from the
Dubuque collection was much more involved. First, phone
contact for instant confirmation of booking was not
possible due to long distance phone rates and the fact
that the Dubuque office wasn't set up to receive the
calls. Unlike AEA-7 which has multiple copies of popular

media, Dubuque usually has only one copy. These two
differences combined resulted in frequent disappointments
for teachers. Media that the teacher wanted to book was
already booked by another school. Also, it took a week or
more to find out that the software the teacher had planned
to use would not be coming. Further, on occasions when
the booking was successfully accomplished, this began a
process of fee computation for the teacher using the
software for postage and handling. After use, instead of
slipping the software into the AEA-7 delivery bag, the
teacher would have to prepare the software for mailing and
apply the appropriate postage/insurance. Clearly, the
Dubuque collection is not as convenient to use as the
collection at AEA-7. Inconvenience in using media often
results in no media being used.

Summary

In summation, the Catholic schools in the Waterloo
Deanery are not receiving sufficient assistance in terms
of a media collection in the area of religious
instruction. Yet, every school's mission statement places
religious instruction as the most important function of
the school. This conflict, insufficient media materials
in an important school curriculum area, is a problem that
the Catholic schools in the Waterloo Deanery must address.
Where will those Catholic schools find a religious
education media collection that is exhaustive, current,

and convenient to use? Does the answer to that question
lie in a local Catholic Media Center and Director
specializing in building a religious education media
collection?

Further, beyond a media software collection for
religious instruction, AEA-7 does not provide services in
the areas of:

1. consultants to assist in message design using an
   Instructional Development (ID) process to be used
   when a client desires a communication package of
   materials to educate or motivate a group of
   people.

2. production facilities in many media formats
   (particularly when the message in the proposed
   media is religious in nature).

3. assistance in locating hardware and software for
   presentations both in and outside the school
   building (for example, a church setting, a retreat
   camp, an out-of-town Priest's Deanery
   meeting, etc.).

Where should a priest, DRE, administrator, youth minister,
or teacher associated with a Catholic school in the

Waterloo Deanery go to find these consultation and
production facilities? Does the answer to that question
also point to a Catholic Media Center for the Waterloo
Deanery?

CHAPTER II

A DISTRICT-WIDE MEDIA CENTER

In this chapter the assumption that a district-wide
media center and director would benefit the Catholic
schools in the Waterloo Deanery will be examined.

The Iowa Department of Education (hereafter referred
to as DOE) recommended as early as 1975 that each district
should designate a district media director (DOE, 1975).
DOE went on to make allowances for small districts by
saying that the district media director could have other,
additional media responsibilities within the district
(DOE, 1975). To support this recommendation DOE asserted
that the need for and potential of district media
organization for accelerating and equalizing media
services is growing (DOE, 1975). Further, the
technological potential in a school district is best
realized when the instructional applications of media and
technology are placed under the administrative structure
of district media programs. Since 1975 when DOE made this
statement, several new technologies have evolved which
would now be considered part of a school's technological
potential. We now have micro-computers, inter-active
videos, telecommunications, and satellite communications.
A media program assumes responsibility for deployment of
the total resources of instructional technology in the

manner that best serves the educational goals of the
district (DOE, 1975) What this means for an individual
school district is that the district's media program must
stand ready to help teachers effectively utilize media in
all of its many forms today and in the future. Today this
would include the technologies associated with film,
filmstrip, slide, audio tape, television, computer, and
graphics. It would be hard to predict what technologies
would be included just ten years from now; yet, the media
program should be ready for whatever technological
developments the district decides to integrate.

The Schools Respond

School systems in Iowa responded to this DOE
recommendation for district-wide media services in many
diverse ways. A survey commissioned by DOE (McGrew and
Buckingham, 1980) indicated:

> ...there are tremendous inequities in school media
> services for Iowa K-12 students. Some students
> have no services in a number of the guideline
> categories while others have access to service in
> a number of categories which meet or exceed Phase
> I guidelines. While some of the categories must
> be interpreted in relation to enrollment and
> number of teaching stations, the differences are
> too striking to be accounted for by size
> alone...Without the fifteen Area Education

Agencies, these inequities were much more extreme.
The AEA's have tremendously improved the media
services available in more than 70% of Iowa's
reporting school districts.

This study was one of many that justified the fifteen AEA
media centers. They exist to assure that all Iowa
teachers gained access to current media technology.

New DOE Requirements

The DOE is still showing support for district-wide
media direction. Currently, the proposed revision of DOE
minimum standards for Iowa schools would require a school
district to have a "qualified media specialist" on staff
effective October 1, 1988 (DOE, 1987) Although the
requirement is still under consideration and has not (at
this writing) been enacted as law, it does indicate the
opinion of the DOE that a media director at the building
or district level is essential.

Still further action by the DOE which demonstrates
their support of media technology also becomes effective
on October 1, 1988. On that date, any prospective teacher
must have as part of his or her teacher preparation
program "coursework or evidence of competency
in...Audiovisual/media/computer technology" in order to

receive an Iowa Teaching Certificate (DOE, 1986). This applies to all prospective teachers, elementary or secondary, that expect to be certified after October 1, 1988.

An Out-of-State Point of View

It does appear that the DOE is very aware of the importance of media. But, Iowa is not the only state that recognizes the value of a district-wide media direction. Robert Price (1978) of Texas explains:

> Teachers cannot be expected to be totally responsible for acquisition, distribution, evaluation, repair, and technical operation of audiovisual hardware. There are so many technical advances that few teachers and administrators can know much about all of them: the problem, then, is to provide information to school campuses sufficient to allow teachers to express their instructional resource wants in enlightened terms.

Summary

Clearly, there are benefits of district-wide media direction. But what exactly does the district-wide media center do that makes it beneficial to the schools being served? Chapter three will address that question and make a specific plan of action for creating a Catholic Media Center for the Catholic schools of the Waterloo Deanery.

CHAPTER III

THE CATHOLIC MEDIA CENTER PLAN

How would the Catholic Schools in the Waterloo
Deanery go about meeting the need for religious education
media materials? In this chapter, a proposal will be made
for a centralized Catholic Media Center (CMC) to meet that
need. First, the goals and objectives of the CMC should
be defined.

Goal of the Catholic Media Center

The goal of the Waterloo Deanery Catholic Media
Center (CMC) is to provide the clients in the eleven
Catholic schools within its geographic boundaries with
assistance in meeting their communication needs (for the
education of elementary students, teens, young adults, and
senior citizens; public relations between the Catholic
school and the community at large; and internal
communications among the eleven member schools) by
providing media planning and consultation services,
production services, utilization services, and
administrative services.

Objectives of the Catholic Media Center

Looking at the Catholic Media Center in closer detail, the following objectives would be appropriate:

1. To assist clients in locating, obtaining, and previewing communications media.

2. To coordinate and catalog a collection of religious education software for use by all clients.

3. To assist clients in using communications media by providing an in-service program of training on communications media equipment as needs arise as determined by the clients and/or CMC Director.

4. To consult with the proper administration in the design of any new buildings in the Deanery and/or any new media modifications to be installed in existing buildings.(eg. bringing the State Telecommunications Network into a school.)

5. To provide consultation services in the area of message design when a client is preparing a communication designed to increase the education of a group of people.

6. To provide instructional development services for clients when communications media is being designed for a client.

7. To coordinate and catalog a collection of media hardware, including but not limited to equipment beyond the budget of an individual school, for use by all clients. (eg. a television projection system.)

8. To provide services for the production of religious education communications media softwware including:

    a. Graphics Production

        1. cold-mounting of photographs

        2. layout and pasteup services

        3. computer graphics creation

        4. desk top publishing (computer)

    b. Audio Production

        1. recording studio facilities

        2. sound synchronization with slides

        3. music and sound effects library

    c. Photography Services

        1. *original location photograph*

        2. *slide production*

        3. slide duplication

        4. title slides

        5. copystand photography

d. Television Services

    1. original location production

    2. studio production

    3. off-air, off-satellite recording

    4. titling (character generator)

    5. video tape duplication and enhancement

These specific objectives have been listed in order of observed need. The objectives listed last will require more time than the first years of the CMC operation to develop.

Clients of the Catholic Media Center

The CMC is designed to be available for use by any priest, deacon, administrator, director of religious education, youth minister, CCD teacher, or classroom teacher associated with any of the following Catholic schools: Blessed Sacrament, Waterloo; Columbus High School, Waterloo; Don Bosco High School, Gilbertville; Immaculate Conception, Gilbertville; Sacred Heart, Waterloo; St. Athanasius, Jesup; St. Edward's, Waterloo; St. John's, Waterloo; St. Mary's, Waterloo; St. Nicholas, Evansdale; St. Patrick's, Cedar Falls.

Anticipated First Year Accomplishments

In its formative first year, the CMC would exist as a two person operation and focus on functions associated with helping clients use media. The two persons would be

the media specialist and a clerical secretary. The media specialist would have the title of CMC Director.

The first function of the CMC would be to create a catalog of all the media resources currently housed in each of the member schools. This would be a joint responsibility of the media specialist and the secretary. Specifically, the media specialist would do the cataloging and reviewing of materials, while the secretary would compile and word process the actual catalog. The catalog would then be distributed either in printed form or as a computer database on a floppy disk. Regardless of form, the catalog would need to contain material arranged by topic and show the format of the material, copyright date, and appropriate age level information. A client who found a resource in the catalog they wanted to use would then call the CMC secretary to book it. The CMC secretary would take care of confirming the dates with the owner school and arranging to have the resource delivered to the borrowing school via the AEA-7 van delivery service.

Also, during the first year of operation, the CMC Director would offer consulting services in the appropriate selection and utilization of media hardware and software. In addition to one-on-one consulting, the Media Director would do total faculty inservices in each school as well as speaking professionally at the Catholic Media Specialist's Convention. Further, in reference to

hardware, the CMC Director would coordinate a service for handling maintenance on equipment owned by any of the member schools. The CMC could begin as a clearing house of sorts for repairs of equipment and, as more staff are added to the CMC, offer a technical repair service.

A further function of the CMC Director would be to recruit students in each of the schools to participate in a Media Club. The Media Club would benefit the school by creating a group of students who could help maintain and operate equipment. Incidentally, the CMC would benefit from this function in the area of Public Relations. By doing something for and with students, the CMC would become known not just to school personnel, but to the parents of the students who participate in the AV Club.

Finally, the CMC could offer one production service during its first year. The CMC Director would be available for original photography of events that member schools wanted to publicize in the local newspaper. It has been the experience of the local schools that the newspaper is reluctant in many cases to send out one of their professional photographers to cover special events in the Catholic schools. By providing its own high quality photographic services that could, in turn, provide high quality black and white photography specially printed for newspaper reproduction, the Catholic Schools could publicize more events than they currently do.

Also available with still photography is the opportunity to produce slide or sound-slide programs to meet client needs. Because of the cost of color film processing, this service would be provided by any of the local film processing labs.

As indicated by the objectives for the CMC, in the future many more production services would be added. However, for the first year, the catalog and individual school AV Clubs would be time consuming for the small CMC staff proposed. Once the catalog has been published and needs only updating as new materials are purchased and the AV Clubs are established, the CMC Media Specialist would begin to devote more time in building up staff and production services.

Facilities Needed: Year One

Although during the first year of operation the CMC would be operated by two persons, it would be wise to include space and special requirements for some of the anticipated production services. Therefore, the following areas would need to be designated for the CMC:

1. Reception/Secretary Area. This would be the area that clients would encounter when coming to the CMC. The area would need chairs for clients

waiting to see the Media Specialist, a
secretary's desk and chair, and a large table
for layout of projects.

2. Media Specialist Office/Conference Room. This
   room would contain a desk and chair for the
   Media Specialist, a round table large enough for
   conferences of up to 6 people, and shelves for
   media hardware used by the Media Specialist in
   previewing commercial and in-house productions.

3. Photography Darkroom. This room would actually be
   two separate areas. One area would be designed
   specifically for black and white film development,
   and the other connected area would be for black
   and white film printing. Both areas need to be
   completely light-tight, have adequate ventilation,
   and have temperature controlled water.

4. Preview Room. This room should either be
   easily accessible from the Recptionist/Secretary
   area OR the Receptionist/Secretary area should
   be enlarged to contain the previewing function.
   This area is for clients to preview media software
   that was obtained by the CMC or produced by the
   CMC. It will need 3-4 study carrels with
   appropriate hardware to preview any software
   that the CMC could handle.

5. Storage Room. This would be a fairly large room with shelves and cabinets for storing supplies for the CMC and productions created by the CMC. The shelves and cabinets would increase in number relative to the number of CMC productions made.

6. Studio. This would be a fairly large room with a high ceiling for lights. During the first year of operation, the studio would be used for inside photography jobs, in the future the studio would be also used as a television studio for video productions.

Common needs that would be found in all areas include:

1. sufficient electrical power.

2. telephone lines (at least two) with an intercom.

3. outside light control (drapes, shades, or covered windows)

4. temperature/humidity control for software.

Equipment Needed: Year One

In order to fulfill the year one objectives in terms of services and production capabilities, the following equipment would need to be purchased:

1. automatic sound filmstrip viewer.

2. 16mm sound motion picture projector.

3. two color televisions - one with a screen size of 25 inches or more, one with a screen size of 9 to 12 inches.

4. reel to reel tape recorder with 4 tracks.

5. cassette tape recorder with sound-slide
   synchronization capabilities.

6. dissolve unit for Carousel slide projectors.

7. 2 Kodak Ektagraphic Carousel Projectors.

8. Manually controlled 35mm still camera.

9. Light table for sorting slides.

10. Microphones for recording sound.

11. Word Processing Capabilities with a Printer.

Anticipated First Year Budget

The approximate budget for the CMC would total
$72,000. This figure represents:

$37,000 for Personnel.

$20,000 for Equipment.

$15,000 for Facilities.

These approximate figures represent a budget that would
allow the CMC to set up and operate the first year.

The Ten Year Projection

As stated before, areas of expansion would be in the
production aspects of the CMC. In ten years, there would
be additional staff beyond the basic two person operation
the CMC began with. Each of the additional staff would be
added in order that the CMC would be able to boost its
production services available to the clients. Additional
personnel would include:

1. Video and Audio Production Supervisor

2. Graphics Production Supervisor

3. Photography/Slide Production Supervisor

4. Hardware Repair Supervisor

Each of the above positions would be filled by
paraprofessionals who have specialized training and
talents in the formats of media for which they are
responsible. Additional staff would include a skilled
aide for each of the four supervisors as well as a skilled
aide to handle all hardware/software circulation. These
additional staff members would enable the CMC to offer
production services in the areas of:

1. Television and Audio. The CMC would be prepared
   to video-tape presentations in its studio, edit
   them and enhance the video signal, and then
   transmit them to any school in the state of Iowa
   on the State Tele-Communications Network. In
   audio, quality recordings could be made of live
   speeches or tele-conferences and then circulated
   via the State Tele-Communications Network.

2. Graphics. The CMC could offer traditional
   services such as photo mounting, lamination,
   duplication, and could move into areas such as
   silk screen posters, shopping center displays
   (during Catholic Schools Week), layout of news

releases and photos for the local newspaper, and brochures on topics chosen by the schools serviced by the CMC.

3. Photography/Slide Production. The CMC would have its own facilities for processing color slides, duplicating slides, creating title slides, and creating multi-image programs with slides.

4. Hardware/software circulated and repaired. A trained person would handle booking and delivery of all software items requested by the clients. A technically skilled person would handle the repair and maintenance of all hardware belonging to the CMC and its clients.

It is difficult to predict which of the above production areas will be created first, second, third, etc. because each will be added in response to a need determined by the clients of the CMC and its director. Each year the CMC will distribute a needs assessment instrument in order for the clients to indicate the areas where they believe the CMC should grow and expand.

The role of the CMC Director will also change if all of the above production areas are added. The CMC Director will now be more concerned with counseling media clients using an instructional development process. The CMC Director will be coordinating the production areas. The CMC Director will expand the built-in clients of the CMC

to include Catholic Organizations in the community (St. Vincent de Paul Society, Catholic Charities, Knights of Columbus, etc.). Further, the CMC Director will be involved in the designing and building of any new buildings commissioned by the clients; as well as advising on any remodeling done to existing structures; in order to insure that each will be ready to use media effectively.

Financing The Services

The CMC would primarily be funded by the schools it serves, therefore the CMC would operate on a school year instead of a calendar year for the convenience of the member schools in budgeting. Each school would share a proportionate amount of the total operating budget of the CMC. The proportion would be determined by the number of potential clients each school would have (this would include all personnel of the school plus any auxiliary clients such as priests, youth ministers, DRE's, etc.). The budget for the CMC would be approved by the Metro Catholic School Board since each member school already has a representative to that board.

Other sources of income to the CMC would be any of the new clients brought in by the CMC Director. For example, a set of posters for the Knights of Columbus that were designed and silk screened by the CMC would be paid for by the Knights of Columbus on a set scale of fees.

Another new client possibility would be the
Archdiocese Office of Education. Although not local, this
client could contribute to the budget of the CMC in order
to receive production services without a per- item charge.

Conclusion

A Catholic Media Center would provide the answer to
the question "Where do teachers in Catholic schools turn
to find quality religious education media in quantity?"
Even in its simple beginnings, the CMC would provide its
clients more convenient access to already existing media
in the area. As it adds production services, the CMC
would expand the range of religious education media
available to its clients. In short, the CMC would be
helping each member school's teachers fulfill the mission
of teaching, upholding, and propogating the beliefs of the
Catholic Church.

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